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cise, as plays or games, in connection with your regular gymnasium work?"

Yes. The indoor practice of games and plays of the Grammar Grades during October included a number of running and tag games, as "peel-away," and ball games, as "roll-ball," and "pass-ball." The outdoor practice consisted of football games. In November "dodge-ball" was played; the game of "basket-ball" was suggested. Outdoor practice of football teams closed with a contest between an upper grade team and a team from the University school.

Records in standing and running broad and high jumps, and in climbing, were taken toward the close of the month.

Indoor practice during December included practice in "basket-ball," "volley-ball," "battle-ball," and "curtain-ball." Teams of the Academic and Pedagogic departments met at various times in contests. The Grammar Grades and High School classes played "hare and hounds" in Lincoln Park, also "center-ball."

Peel-away, pass-ball, roll-ball, center-ball, volley-ball, hare and hounds, etc., are described in Vols. II–VII of *Mind and Body*. For football, see *The Spalding Guide*.

The School Museum

Ira B. Meyers

The Museum deals directly with materials used in the regular work of the school. In its relation to field, laboratory, and class-room work, it aims to aid students in selecting and arranging materials to illustrate points of class study and to afford them the advantages of materials in study.

The collected materials in the beginning consist of more or less isolated specimens, which soon begin to combine into related series; as an example, a piece of weathered sandstone, a glacial bowlder or a beach pebble may illustrate forms of rock disintegration. These accumulated specimens are arranged into a series to illustrate the action of the different agents of erosion, and the appearance of the materials on which they act; e. g., (a) weathering, (b) wave-action, (c) running-water, (d) wind, (e) glacial action.

These again separate into series showing the effect of each agency on a single variety of rock with different stages of disintegration and the final disintegrated product; e. g., clays, sands, and soils.

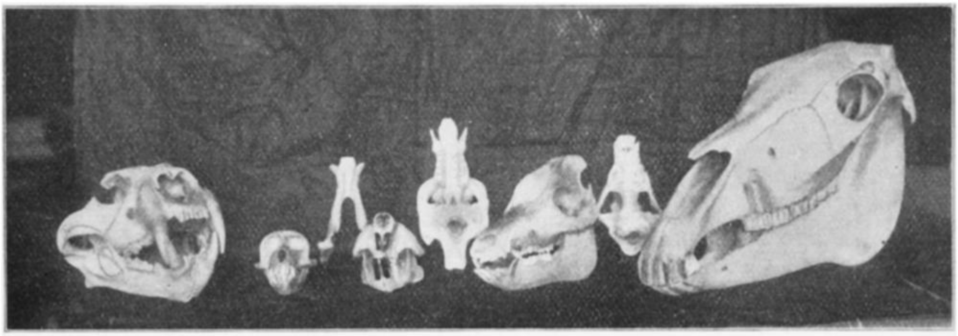
Similar collections are made illustrating some natural or industrial relation of plants, animals, or minerals; e. g.:

1. The relation of form to function in animals and plants. (See series at end of paper.)
2. The relation of color to function—insect or plant coloration.
3. Stages and processes from iron ore to finished steel.
4. Stages and processes from cotton plant to finished cloth.
5. Various commercial products received from a single natural product—coal. The seeds that may be selected from the natural and industrial world are as varied as the needs and conditions of nature and man.

Collecting demands of the student a definite purpose to insure the selection of materials that will show relationship whenever they exist.

The educational value of any material is its appeal to the observer, and in this appeal it must reveal function or force. It must reveal itself as being what it is because of its position in nature.

All materials exhibit relations of force or function, but these relationships are



LION MONKEY BEAVER HOG DOG HORSE

frequently so distributed through time and space as to remain isolated or obscure; e. g.:

1. The various phenomena of erosion, transportation, and deposition as related to soils and sedimentary rock.
2. Phenomena of plant distribution.
3. Phenomena of growth and decay.
4. Significance of form and color in animals and plants.
5. Stages of development in methods of fire-making, illumination, and heating.

One function of the School Museum is to accumulate and arrange materials that will bring together in the material itself the observations and studies of the pupils. The nucleus of this material must be selected from the mass of commonplace material in the student's environment.

Preparation of Museum Series in Dentition: (See November COURSE OF STUDY—*Physiology of Nutrition.*) The special function of teeth is to secure food and reduce it to a state ready for deglutition. Their form, structure, position, relation of upper to lower, and jaw movement are adaptations to this end. The various forms and adaptations of teeth may be fairly well represented by preparing for study skulls of cat, dog, sheep, hog, rabbit, etc.

Methods of Preparing Skulls for Study: 1. Having secured skulls, remove the fleshy portions with an ordinary penknife.

2. Place trimmed skull in an iron free vessel of water, allowing it to remain until flesh loosens from the bone.

3. Remove loosened flesh, wash skull with fresh water, and scrub with stiff brush.

4. Place washed skull in a hot solution of chloride of lime and water (⅛ oz. chloride of lime to 1 gal. water) and allow it to remain six to eight hours. (Care needs to be taken that the bone is not softened by the chloride of lime.)

5. Remove from chloride of lime solution; place it in the sun on cloth to complete bleaching. While bleaching, turn it frequently so as to expose all sides to the sun.

NOTE.—When the process of maceration (just described) is not feasible, skulls may be prepared by boiling with small amounts of washing soda or chloride of lime, care being taken that solution is not strong enough to attack the bone.

For more detailed directions for preparing animal materials, see Rowley, *The Art of Taxidermy*, Appleton.